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ABSTRACT

Produced in response to a school board's directive to develop a plan for implementing a standardized curriculum in the basic subjects on a district-wide basis, this resource guide is intended to provide teachers with ideas and materials that will assist them in teaching a language arts basic skills course for middle school and junior high school students. The guide contains (1) an instructional standards checklist, which outlines the skills, standards, and objectives emphasized in the course; (2) reference sheets providing lists of resources that are available for teaching particular language arts skills and objectives; and (3) an index to a series of instructional packets that were developed for each skill emphasized in the course. Appendixes contain reading and spelling vocabulary lists, a statement of minimum standards for student performance, an individual record chart for use by both teachers and students to keep track of work completed in the instructional packets, a student profile chart for use by students and parents, and an overview of the course objectives. (FL)

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Language Arts Basic Skills

Middle/Junior High

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SECONDARY EDUCATION
INSTRUCTIONAL RESOURCE GUIDES

LANGUAGE ARTS BASIC SKILLS

MIDDLE/JUNIOR HIGH

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Foreword

In Palm Beach County, we view curriculum as those planned activities in which students participate. You, therefore, are the curriculum writer as you plan the activities in which your students participate. This Instructional Resource Guide has been designed to assist you in those planning activities.

Included in this guide are the instructional objectives which have been approved by the Board. These are the objectives which students are expected to achieve, but you certainly are at liberty to add instructional objectives where you see the need. Also included is a reference to the sections of the adopted text and supplementary materials which you may find useful in your planning. Please be advised that you are free to use these or any other resources which will assist the student in meeting the objectives.

Again, you are the curriculum writer and you must plan the activities to meet the Board's objectives. This Instructional Resource Guide has been developed with the assistance of many teachers whose contributions are acknowledged herein. We hope you find it useful in your planning and that you and your students have a successful year.

Martin Gold

Mr. Martin Gold
Director of Secondary Education

H. W. Berryman

H. W. Berryman
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Division of Regular Instruction

James P. Hall

Dr. James P. Hall
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Mr. Thomas J. Mills
Superintendent

Preface

On March 15, 1978, the School Board approved the following district directions as steps in the fulfillment of School Board priority number 2: "Develop a plan for implementing a standardized curriculum in the basic subjects on a district-wide basis:"

- *A board-approved continuum of objectives for all students in grades K-12, in the areas of English, Language Arts, Mathematics, Science, and Social Studies is to be provided by the district for instructional planning in the school centers.*

- *A listing of approved subjects and/or courses is to be offered at elementary, middle/junior, and high school levels. Additional courses may be offered in school centers if the need is evident. Additional programs of instruction must be approved by the Superintendent.*

- *Concise course content descriptions for all approved courses at middle/junior and high school levels will be provided by the district in the four subject areas with the objectives relating to the approved continuum of objectives.*

- *Board approved courses of study in the form of Instructional Resource Guides for the various levels in each of the four major academic subject fields will be provided by the district. Since the state adoption cycle is on a rotating six-year basis, Instructional Resource Guides in all subjects will be completed over a six year period.*

The Department of Secondary Education is charged with the responsibility of the development of the unified secondary curriculum. Development is the primary responsibility of the Department of Secondary Education. The success of the unified curriculum depends upon the personnel in the field. Your thoughts, ideas and input are needed to insure a quality product.

In FY 77/78, a committee composed of a cross section of district personnel developed a continuum of objectives. This continuum was approved by the Board. The Instructional Resource Guides being developed have utilized these objectives, which have been incorporated into the Instructional Resource Guides. The objectives are designed to be minimum goals; and they are geared to the largest segment of the student population which we refer to as regular. Basic and Advanced Instructional Resource Guides will be dealt with later.

The Instructional Resource Guides are not intended to inhibit any teacher or diminish any teacher's creativity. The Instructional Resource Guide was developed to define what objectives shall be taught. Included in the Instructional Resource Guide are sub-objectives, suggested strategies, available resources, activities, and methods of evaluation. The Instructional Resource Guide is not a "recipe book;" neither does it try to tell teachers how to teach. Its primary purpose is to insure that the students in Palm Beach County have a unified curriculum, so that the same objectives are being taught regardless of what school a student might attend.

Acknowledgement

We wish to express our appreciation to ....

the
LANGUAGE ARTS TEACHERS
of Palm Beach County,

the
AREA READING CONSULTANTS

and special thanks to the
LANGUAGE ARTS BASIC SKILLS
Middle/Junior High
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Carmen Campbell	***Ava Manieri***
Laura Goode	***Eugene Masson***
Debbie Hurd	***George Moore***
Gwenn Jones	***Michael Sallas***

Thanks are also extended to
Dade County, Marion County, Indian River County, St. Lucie County, and The Florida Mideastern Teacher Education Center for sharing their Basic Skills Packets with us.

Thanks also to those who assisted
in the production of this guide

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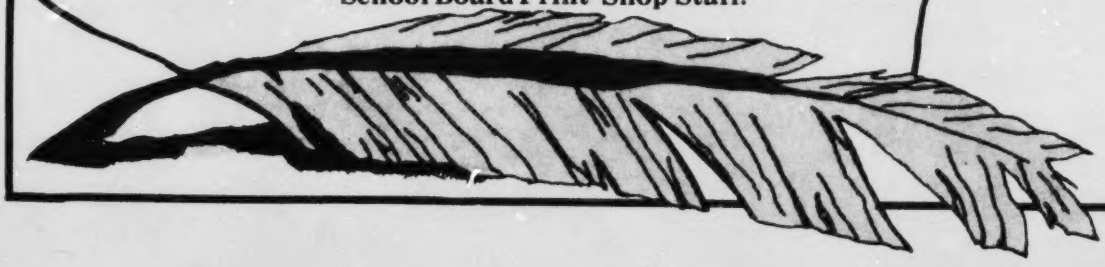

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INTRODUCTION

LANGUAGE ARTS BASIC SKILLS: MIDDLE/JUNIOR HIGH **Course Number**

This course is designed to give special remedial assistance to middle/junior high students who failed over 50% of the Basic Skills on the State Student Assessment Test (SSAT), Part I or who did not achieve at least 70% on the SSAT, Part II. This course stresses proficiency in basic vocabulary, comprehension, punctuation, grammar, writing, and survival skills.

The purpose of this Instructional Resource Guide is to provide teachers with ideas and materials that will assist them in teaching this course. This Guide includes:

OBJECTIVES: This is an overview of the State Minimum Student Performance Standards and Skills.

REFERENCE SHEETS: These sheets provide a listing of resources available which would be helpful for teaching particular objectives. Teachers should have copies of those materials listed under "adopted text references." "Supplemental resources" must be purchased by individual schools.

APPENDIX A – SUGGESTED READING VOCABULARY LIST: This list is provided by the state for use in compiling activities and evaluations. It serves to standardize expected vocabulary.

APPENDIX B – SUGGESTED SPELLING VOCABULARY LIST: This list is provided by the state for use in compiling activities and evaluations. It serves to standardize spelling vocabulary expectations.

APPENDIX C – MATERIALS REFERRED TO IN GUIDE: Materials that were referred to in the guide are outlined by publishing company.

APPENDIX D – NEW MINIMUM STUDENT PERFORMANCE STANDARDS 1981 - 1985: This is an overview of the revised minimum standards approved by the Department of Education Performance Standards task force on February 9, 1979. They have been approved for the 1981-1982, 1982-1984, 1984-1985 school year.

APPENDIX E – OVERVIEW OF OBJECTIVES: The objectives for Language Arts 6, 7, 8, and 9 are provided so that basic teachers are aware of what is required of students in the regular program.

APPENDIX F – REVIEW FORMS: Review forms are provided for teacher input. The review forms are due at the end of the first nine weeks and each semester. If you have comments to share prior to the end of the first second semester, please complete the optional review form. Review forms submitted will provide valuable suggestions for future revisions and goals.

INSTRUCTIONAL MINI-PACKETS: An Instructional Mini-Packet is provided for each standard and skill. These contain preparatory sheets, activity sheets, evaluation sheets, and answer keys for teaching each basic skills. These can serve as a resource for teachers to use in designing their instructional programs. Teachers may duplicate any materials they need from the packets.

INDIVIDUAL RECORD CHART: This form is to be used by teachers and students to keep track of work completed in the instructional mini-packets. This form should remain with the teacher for placement in a permanent record fils. Forms may be ordered from the Department of Secondary Education.

STUDENT PROFILE CHART: This form is to be used by students and parents. It lists the objectives a student must master. The student profile chart should be kept in a notebook in the classroom at all times. Teachers should allow students to share their charts with parents at specified intervals and at parent nights. This form should remain with the teacher for placement in a permanent record file. Forms may be ordered from the Department of Secondary Education.

The sharing process can do a great deal for insuring the quality of the Instructional Resource Guides. We look forward to your comments.

LANGUAGE ARTS BASIC SKILLS/MIDDLE-JUNIOR HIGH INSTRUCTIONAL STANDARDS CHECKLIST CURRENT MINIMUM STUDENT PERFORMANCE STANDARDS		INSTRUCTION GIVEN	EVALUATED F-FORMALLY I-INFORMALLY
READING STANDARDS	**BASIC SKILLS**		
A-The student will acquire a basic vocabulary as determined by a specified word list.	A-1: Associate words which are the same or opposite in meaning.		
	A-2: Associate printed words with their oral equivalents.		
	A-3: Associate words with their literal definitions.		
B-The student will determine word meaning from the way the word is used in a passage.	B-4: Determine word meaning using specific context clues.		
C-The student will determine word meaning from a knowledge of word parts as used in a given context.	C-5: Associate contractions with their component words in a given context.		
	C-6: Associate the appropriate derived words (prefixes and suffixes) in a given context.		
	C-7: Associate the appropriate inflected words (plurals, possessives, comparatives, superlatives, tense) in a given context.		
D-The student will determine whether different selections have similar meanings.	(Skills mastered at previous progression levels are expected to be maintained with more difficult materials appropriate for this grade level.)		
E-The student will determine the main idea of a message.	E-8: Determine the main idea stated in a paragraph.		
	E-9: Determine the main idea inferred from a paragraph.		
F-The student will find information in a message.	F-10: Find *who, what, where, when, which* and *how* information in a selection.		
	F-11: Determine the order of details in a selection.		
	F-12: Find details which refer to a main idea.		

LANGUAGE ARTS BASIC SKILLS/MIDDLE-JUNIOR HIGH INSTRUCTIONAL STANDARDS CHECKLIST CURRENT MINIMUM STUDENT PERFORMANCE STANDARDS		INSTRUCTION GIVEN	EVALUATED F-FORMALLY I-INFORMALLY
READING STANDARDS	**BASIC SKILLS**		
G-The student will determine the causes and effects of events and actions.	G-13: Determine the stated cause and stated effect of an event or an action.		
H-The student will determine the logical generalizations which can be drawn from a message.	H-14: Identify an appropriate conclusion in a subject area.		
	H-15: Infer feelings and emotions.		
I- The student will recognize fantasy, fact, and opinion in a message.	I-16: Distinguish between facts and opinions.		
	I-17: Identify an unstated opinion.		
J- The student will recognize irrelevant and invalid statements.	J-18: Identify an irrelevant statement in a selection.		
	J-19: Identify conclusions which are based upon insufficent evidence.		
K-The student will follow oral and written directions.	K-20: Follow written directions to complete a task.		
L-The student will identify appropriate sources for needed information.	L-21: Identify an appropriate source to obtain information on goods and services and on day-to-day events.		
M-The student will use appropriate reference skills.	M-22: Select an appropriate dictionary definition for a word used in a specific context.		
	M-23: Use a table of contents to identify the chapter most likely to contain information on a specified subject.		
	M-24: Use an index to locate a sub-topic by page number.		
	M-25: Use directions to locate a specific place on a map.		

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LANGUAGE ARTS BASIC SKILLS/MIDDLE-JUNIOR HIGH INSTRUCTIONAL STANDARDS CHECKLIST CURRENT MINIMUM STUDENT PERFORMANCE STANDARDS		INSTRUCTION GIVEN	EVALUATED F-FORMALLY I-INFORMALLY
WRITING STANDARDS	**BASIC SKILLS**		
A-The student will compose grammatically correct sentences.	A-1: Write the plural forms of nouns correctly.		
	A-2: Use the appropriate forms of common regular verbs in writing.		
	A-3: Write declarative sentences having compound subjects and/or verbs.		
	A-4: Make subjects and verbs agree.		
	A-5: Use the appropriate forms of common irregular verbs.		
	A-6: Write compound declarative sentences using appropriate English word order.		
B-The student will organize objects and information into logical groupings and orders.	B-7: Group words or objects which are similar.		
	B-8: Generate headings for groups of similar words or objects.		
	B-9: Write a story using an appropriate organizational pattern.		
	B-10: Write a set of simple directions or procedures using an appropriate organizational pattern.		
	B-11: List information before writing.		
C-The student will write a paragraph expressing ideas clearly.	C-12: Write at least three sentences related to one topic.		
D-The student will write for the purpose of supplying necessary information.	D-13: Include the necessary information when listing personal tasks and plans.		
	D-14: Include the following necessary information from a telephone message: the caller's name, telephone number, and the main idea of the message.		
	D-15: List the items or steps necessary for performing a specified process.		
	D-16: Include in any written message, invitation, or announcement, necessary information such as *who, what, when, where,* and *how.*		

LANGUAGE ARTS BASIC SKILLS/MIDDLE-JUNIOR HIGH INSTRUCTIONAL STANDARDS CHECK LIST CURRENT MINIMUM STUDENT PERFORMANCE STANDARDS		INSTRUCTION GIVEN	EVALUATED F-FORMALLY I-INFORMALLY
WRITING STANDARDS	**BASIC SKILLS**		
E- The student will write letters and messages using commonly accepted formats.	E-17: Write a business letter when specific information is given.		
	E-18: Use a proper form when writing a simple business letter.		
	E-19: Use a proper form when addressing a business envelope.		
F- The student will fill out common forms.	F-20: Complete the form necessary to apply for a Social Security number.		
	F-21: Complete order blanks.		
	F-22: Complete a check and its stub.		
	F-23: Complete forms requesting address, telephone number, date and place of birth, and parents' or guardians' names.		
G- The student will spell correctly.	G-24: Spell words from a selected high-frequency list of those words needed in writing through grade seven.		
	G-25: Spell months of the year, days of the week, and numbers from one to one hundred twenty-one.		
	G-26: Use a dictionary, with guidance, to spell words having phonetically regular beginnings.		
H- The student will punctuate correctly.	H-27: Use an exclamation point to complete an imperative statement, when force is intended.		
	H-28: Use the comma to separate words in a series.		
	H-29: Use the comma to separate proper names in direct address.		
I- The student will capitalize correctly.	I-30: Capitalize commonly used abbreviations for proper nouns.		
	I-31: Capitalize appropriate words in titles.		
J- The student will write legibly.	J-32: Proofread for legibility.		
	J-33: Use proper format for indentations and margins.		

REFERENCE SHEETS

EXPLANATION

These sheets provide a listing of resources available which would be helpful for teaching particular objectives. Teachers should have copies of those materials listed under "adopted text references." "Supplemental Resources" must be purchased by individual schools.

LANGUAGE ARTS BASIC SKILLS – MIDDLE/JUNIOR HIGH REFERENCE SHEETS	
READING STANDARDS	**SKILLS**
A – The student will acquire a basic vocabulary as determined by a specified word list.	A-1 Associate words which are the same or opposite in meaning.
	A-2 Associate printed words with their oral equivalents.
	A-3 Associate words with their literal definitions.
B – The student will determine word meaning for the way the word is used in a passage.	B-4 Determine word meaning using specific context clues.
C – The student will determine word meaning from a knowledge of word parts as used in a given context.	C-5 Associate contractions with their component words in given context.

LANGUAGE ARTS BASIC SKILLS – MIDDLE/JUNIOR HIGH REFERENCE SHEETS	
ADOPTED TEXT REFERENCES	**SUPPLEMENTAL RESOURCES**
A – *Reading Anthology; Grammar & Composition*, Scholastic	A-1 *English Grammar and Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 391-92 *Scoring High*, Random House, Bk. B, p. 11
	A-2 See Suggested *Statewide Reading & Spelling Vocabulary List* *English Grammar and Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 404-28 *World of Vocabulary*, Globe (Bks. A, 1-4)
	A-3 *English Grammar and Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 384-402, 410 *World of Vocabulary*, Globe (Bks. A, 1-4)
B – *Reading Anthology*, Scholastic, Levels 1 & 2 **See Vocabulary Activities**	B-4 *New Practice Readers*, Webster, (Bks. A-E) *Scoring High*, Random House, (Bks. A-F) *Using the Context*, Barnell-Loft, (Bks. A-F) *English Grammar and Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 408-09
C – *Grammar & Composition*, Scholastic, Level 1: pp 17-36, 46-76, 80-129 Level 2: pp 33-45, 55-83, 102-129, 149-171	C-5 *English Grammar and Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 228-30 *Dr. Spello*, McGraw-Hill, pp 95-96

LANGUAGE ARTS BASIC SKILLS – MIDDLE/JUNIOR HIGH REFERENCE SHEETS	
READING STANDARDS	**SKILLS**
	C-6 Associate the appropriate derived words (prefixes and suffixes) in a given context.
	C-7 Associate the appropriate inflected words (plurals, possessives, comparatives, superlatives, tense) in a given context.
D – The student will determine whether different selections have similar meanings.	**(Skills mastered at previous progression levels are expected to be maintained with more difficult materials appropriate for this level.)**
E – The student will determine the main idea of a message.	E-8 Determine the main idea stated in a paragraph.
	E-9 Determine the main idea inferred from a paragraph.

LANGUAGE ARTS BASIC SKILLS – MIDDLE/JUNIOR HIGH REFERENCE SHEETS	
ADOPTED TEXT REFERENCES	**SUPPLEMENTAL RESOURCES**
	C-6 *English Grammar and Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 417, 432-35 *Reading 2100*, Steck-Vaughn, pp 2-62 *Mastering Essential English Skills*, Laidlaw, pp 198-211, 222-45
	C-7 *English Grammar and Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 117, 435-38, 226-27, 171-72 *Reading Laboratory Kit 1-C*, Science Research Associates *Reading Attainment System 1, 2*, Grolier
D – The student will determine whether different selections have similar meanings.	**(Skills mastered at previous progression levels are expected to be maintained with more difficult materials appropriate for this level.)**
E – *Reading Anthology*, Scholastic, Levels 1 & 2: "Reading Check" activities	E-8 *Getting the Main Idea*, Barnell-Loft, (Bks. A-F) *Scoring High*, Random House, (Bk. B, p. 34, Bk. C, p. 28) *Drawing Conclusions*, Barnell-Loft, (Bks. A-F) *Reading 2300*, Steck-Vaughn, pp 2-64 *Reading Laboratory Kit 1-C*, Science Research Associates
	E-9 *Scoring High*, Random House, (Bk. B, p. 37, Bk. C, p. 31) *Drawing Conclusions*, Barnell-Loft, (Bks. A-F) *Reading Laboratory Kit 1-C*, Science Research Associates

LANGUAGE ARTS BASIC SKILLS – MIDDLE/JUNIOR HIGH REFERENCE SHEETS	
READING STANDARDS	**SKILLS**
F – The student will find information in a message.	F-10 Find who, what, where, when, which and how information in a selection.
	F-11 Determine the order of details in a selection.
	F-12 Find details which infer to a main idea.
G – The student will determine the causes and effects of events and actions.	G-13 Determine the stated cause and stated effect of an event or an action.
H – The student will determine the logical generalizations which can be drawn from a message.	H-14 Identify an appropriate conclusion in a subject area.

LANGUAGE ARTS BASIC SKILLS – MIDDLE/JUNIOR HIGH REFERENCE SHEETS	
ADOPTED TEXT REFERENCES	**SUPPLEMENTAL RESOURCES**
F – *Reading Anthology*, Scholastic, Levels 1 & 2: "Reading Check" activities *Grammar & Composition, Scholastic*, Level 2: pp 123-24	F-10 *English Grammar and Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 283-84, 307-08, 279-81, 280-81 *Scoring High*, Random House, (Bk. B, p. 43, Bk. C, p. 43) *Reading for Concepts*, Webster, (Bks. A & B, "Finding the Answers") *Locating the Answer*, Barnell-Loft, (Bks. A-F)
	F-11 *Scoring High*, Random House, (Bk. B, pp 23-24, Bk. C, pp 19-28) *Locating the Answer*, Barnell-Loft, (Bks. A-F) *Getting the Facts*, Barnell-Loft, (Bks. A-F) *Detecting the Sequence*, Barnell-Loft, (Bks. A-F) *Reading Laboratory Kit 1-C*, Science Research Associates *Reading 2500*, Steck-Vaughn, pp 2-61
	F-12 **(See above)**
G – *Reading Anthology*, Scholastic, Levels 1 & 2: "Reading Check" activities	G-13 *Reading 2400*, Steck-Vaughn, pp 2-44 *Readers Workshop I, Reader's Digest*, cause & effect cards *Cause and Effect Book*, Milton Bradley
H – *Reading Anthology*, Scholastic, Levels 1 & 2: "Reading Check" activities	H-14 *Drawing Conclusions*, Barnell-Loft, (Bks. A-F) *Scoring High*, Random House, (Bk. B, p. 40, Bk. C, p. 34)

LANGUAGE ARTS BASIC SKILLS – MIDDLE/JUNIOR HIGH REFERENCE SHEETS	
READING STANDARDS	**SKILLS**
	H-15 Infer feelings and emotions.
I – The student will recognize fantasy, fact, and opinion in a message.	I-16 Distinguish between facts and opinions.
	I-17 Identify an unstated opinion.
J – The student will recognize irrelevant and invalid statements.	J-18 Identify an irrelevant statement in a selection.
	J-19 Identify conclusions which are based upon insufficient evidence.
K – The student will follow oral and written directions.	K-20 Follow written directions to complete a task.
L – The student will identify appropriate sources for needed information.	L-21 Identify an appropriate source to obtain information on goods and services and on day-to-day events.

LANGUAGE ARTS BASIC SKILLS – MIDDLE/JUNIOR HIGH REFERENCE SHEETS	
ADOPTED TEXT REFERENCES	**SUPPLEMENTAL RESOURCES**
	H-15 *Making an Inference*, Jamestown, (Comprehension Skill Series) **(See also H-14)**
I – *Reading Anthology*, Scholastic, Levels 1 & 2: "Reading Check" activities *Grammar & Composition*, Scholastic, Level 1: pp 65-68, Level 2: p. 113	I-16 *Readers Workshop I, II, Reader's Digest* *Reading 2800*, Steck-Vaughn
	I-17 *Readers Workshop I, Reader's Digest* *Reading 2800*, Steck-Vaughn
J – *Reading Anthology*, Scholastic, Levels 1 & 2: "Reading Check" activities	J-18-19 **(See above)** *Drawing Conclusions*, Barnell-Loft, (Bks. A-F) *Be a Better Reader*, Prentice Hall *Go Reading in the Content Area*, Scholastic
K – *Reading Anthology*, Scholastic, Levels 1 & 2: "Reading Check" and related activities	K-20 *Reading Laboratory Kit 1-C*, Science Research Associates *Following Directions*, Barnell-Loft, (Bks. A-F) *Real Life Reading Skills*, Scholastic, pp 17-41
L – Identify appropriate sources for needed information.	L-21 *Real Life Reading Skills*, Scholastic, pp 5-107 *Scoring High in Survival Reading*, pp 2-30 *Be a Better Reader*, Prentice Hall

LANGUAGE ARTS BASIC SKILLS – MIDDLE/JUNIOR HIGH REFERENCE SHEETS	
READING STANDARDS	**SKILLS**
M – The student will use appropriate reference skills.	M-22 Select an appropriate dictionary definition for a word used in a specific context.
	M-23 Use a table of contents to identify the chapter most likely to contain information on a specified subject.
	M-24 Use an index to locate a sub-topic by page number.
	M-25 Use directions to locate a specific place on a map.

LANGUAGE ARTS BASIC SKILLS – MIDDLE/JUNIOR HIGH REFERENCE SHEETS	
ADOPTED TEXT REFERENCES	**SUPPLEMENTAL RESOURCES**
M – Student will use appropriate reference skills.	M-22 *English Grammar and Composition*, Harcourt - Brace - Jovanovich, pp 384-402 *Real Life Reading Skills*, Scholastic, pp 5-107 *Reading 2600*, Steck-Vaughn, pp 2-77
	M-23 *Using a Table of Contents*, Barnell-Loft ("Supportive Reading Skills") *Study Skills Library*, Education Developmental Laboratory *Skills for School Reading*, Harcourt - Brace - Jovanovich
	M-24 *Study-Skills Kits*, Education Developmental Library *Using an Index*, Barnell-Loft, ("Supportive Reading Skills")
	M-25 *Map Skills Book #2*, Scholastic *Reading 2700*, Steck-Vaughn, pp 2-82 *Real Life Reading Skills*, Scholastic

REFERENCE SHEETS

EXPLANATION

These sheets provide a listing of resources available which would be helpful for teaching particular objectives. Teachers should have copies of those materials listed under "adopted text references." "Supplemental Resources" must be purchased by individual schools.

LANGUAGE ARTS BASIC SKILLS – MIDDLE/JUNIOR HIGH REFERENCE SHEETS	
WRITING STANDARDS	**SKILLS**
A– The student will compose grammatically correct sentences.	A-1 Write the plural forms of nouns correctly.
	A-2 Use the appropriate forms of common regular verbs in writing.
	A-3 Write declarative sentences having compound subjects and/or verbs.
	A-4 Make subjects and verbs agree.
	A-5 Use the appropriate forms of common irregular verbs.
	A-6 Write compound declarative sentences using appropriate English word order.

LANGUAGE ARTS BASIC SKILLS – MIDDLE/JUNIOR HIGH REFERENCE SHEETS	
ADOPTED TEXT REFERENCES	**SUPPLEMENTAL RESOURCES**
A– *Grammar & Composition*, Scholastic, Level 1: pp 17-23, 46-61, 137-141, Level 2: pp 10-14, 55-63, 134-35, 177-179.	A-1 *English Grammar and Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 117, 435-38 *Basic Skills in English* (Bk. 1). McDougal, pp. 299-331, 235, 355-356
	A-2 *English Grammar and Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 53, 117-118, 140 *Basic Skills in English* (Bk. 1), McDougal, pp 259-260
	A-3 *English Grammar and Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 4, 6, 9, 11, 14, 21, 22, 26, 27 *Basic Skills in English* (Bk. 1), McDougal, pp 214-16, 345-46, 361-62, 364-366
	A-4 *English Grammar and Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 117, 118, 121, 124, 125, 127-29, 131, 134 *Basic Skills in English* (Bk. 1), McDougal, pp 280-83, 292, 354-364
	A-5 *English Grammar and Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 141-142 *Basic Skills in English* (Bk. 1), McDougal, pp 260-288
	A-6 *English Grammar and Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 202, 212, 213, 256 *Basic Skills in English* (Bk. 1), McDougal, pp 367-371

LANGUAGE ARTS BASIC SKILLS – MIDDLE/JUNIOR HIGH REFERENCE SHEETS	
WRITING STANDARDS	**SKILLS**
B – The student will organize objects and information into logical groupings and orders.	B-7 Group words or objects which are similar.
	B-8 Generate headings for groups of similar words or objects.
	B-9 Write a story using an appropriate organizational pattern.
	B-10 Write a set of simple directions or procedures using an appropriate organizational pattern.
	B-11 List information before writing.
C – The student will write a paragraph expressing ideas clearly.	C-12 Write at least three sentences related to one topic.
D – The student will write for the purpose of supplying necessary information.	D-13 Include the necessary information when listing personal tasks and plans.

LANGUAGE ARTS BASIC SKILLS – MIDDLE/JUNIOR HIGH REFERENCE SHEETS	
ADOPTED TEXT REFERENCES	**SUPPLEMENTAL RESOURCES**
B – *Grammar & Composition*, Scholastic, Level 1: pp. 61-62, 72-75, 96-98, 84-85, 104-105, 127-28, 141-42, 147-50 Level 2: 40-42, 78-79, 131-32, 159-61, 123-24.	B-7 *Basic Reading Skills*, Scott, Foresman, pp 80, 143 *Reading 2600*, Steck-Vaughn, pp 2-77 *English Grammar and Composition*, (First Course), Harcourt - Brace-Jovanovich, pp 314, 23, 339-40
	B-8 **(See above)**
	B-9 *English Grammar and Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 275-77 *Orbiting Earth Skillbook*, Scott Foresman, pp 99-106
	B-10 *English Grammar and Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 314-23, 339-40 *Basic Reading Skills*, Scott Foresman, pp 143-47
	B-11 *English Grammar and Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 319-23 *Basic Reading Skills*, Scott Foresman, pp 142-149 *Reading 2600*, Steck-Vaughn, pp 2-77
C – *Grammar & Composition*, Scholastic, Level 1: pp 15, 65-68, 84, 96, 112, 127, 141, 147 Level 2: pp 41-42, 123-24, 131-32, 159-61, 166-67	C-12 *English Grammar and Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 293-311 *Basic Reading Skills*, Scott Foresman, pp 138-141
D – *Grammar & Composition*, Scholastic, Level 1: pp 61-62, 74-75, 84-85 Level 2: pp 78-79	D-13 *Basic Skills in English* (Bk. 1), McDougal-Littel, pp 86-89, 140-41 *Real Life Reading Skills*, Scholastic, pp 36-37

LANGUAGE ARTS BASIC SKILLS – MIDDLE/JUNIOR HIGH REFERENCE SHEETS	
WRITING STANDARDS	**SKILLS**
	D-14 Include the following necessary information from a telephone message: the caller's name, telephone number, and the main idea of the message.
	D-15 List the items or steps necessary for performing a specified process.
	D-16 Include in any written message, invitation, or announcement, necessary information such as who, what, when, where and how.
E – The student will write letters and messages using commonly accepted formats.	E-17 Write a business letter when specific information is given.
	E-18 Use a proper form when addressing a business letter.
	E-19 Use a proper form when addressing a business envelope.
F – The student will fill out common forms.	F-20 Complete the form necessary to apply for a Social Security number.
	F-21 Complete order blanks.
	F-22 Complete a check and its stub.
	F-23 Complete forms requesting address, telephone number, date and place of birth, and parents' or guardians' names.

LANGUAGE ARTS BASIC SKILLS – MIDDLE/JUNIOR HIGH REFERENCE SHEETS	
ADOPTED TEXT REFERENCES	SUPPLEMENTAL RESOURCES
	D-14 *English Grammar and Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 339-40
	D-15 *English Grammar and Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 321-23 *Reading 2600*, Steck-Vaughn, p. 77 *Basic Skills in English* (Bk. 1), McDougal-Littel, pp 86-87
	D-16 *Real Life Reading Skills*, Scholastic, pp 26, 36, 38
E – *Grammar & Composition, Scholastic*, Level 2: pp 153-55	E-17 *English Grammar & Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 358-63 *Basic Skills in English* (Bk. 1), McDougal-Littel, pp 154-59
	E-18 **(See above)**
	E-19 *English Grammar and Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 358-63 *Basic Skills in English* (Bk. 1), McDougal-Littel, pp 149-50
F – *Grammar & Composition*, Scholastic, Level 1: p. 112	F-20- 23 *Real Life Reading Skills*, Scholastic F-20 p. 46 F-21 p. 50 F-22 pp 118, 127 F-23 p. 41 *Dollars and Sense*, Scholastic, pp 57-67 *Scoring High in Survival Reading*, Random House, "Earning and Spending", pp 2-30

LANGUAGE ARTS BASIC SKILLS – MIDDLE/JUNIOR HIGH REFERENCE SHEETS	
WRITING STANDARDS	**SKILLS**
G – The student will spell correctly.	G-24 Spell words from a selected high-frequency list of those words needed in writing through grade seven.
	G-25 Spell months of the year, days of the week, and numbers from one to one hundred twenty-one.
	G-26 Use a dictionary, with guidance, to spell words having phonetically regular beginnings.
H – The student will punctuate correctly.	H-27 Use an exclamation point to complete an imperative statement, when force is intended.
	H-28 Use the comma to separate words in a series.
	H-29 Use the comma to separate proper names in direct address.
I – The student will capitalize correctly.	I-30 Capitalize commonly used abbreviations for proper nouns.
	I-31 Capitalize appropriate words in titles.
J – The student will write legibly.	J-32 Proofread for legibility.
	J-33 Use proper format for indentations and margins.

LANGUAGE ARTS BASIC SKILLS – MIDDLE/JUNIOR HIGH REFERENCE SHEETS	
ADOPTED TEXT REFERENCES	**SUPPLEMENTAL RESOURCES**
G – *Grammar & Composition*, Scholastic, Level 2: pp 29-30, 81-82, 108-109, 111	G-24 **(See state minimum competency list of spelling/vocabulary words)**
	G-25 Spell months of the year, days of the week, and numbers one to one hundred twenty-one.
	G-26 *English Grammar and Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 393-94, 429-30, 429-54
H – *Grammar & Composition*, Scholastic, Level 2: pp 89, 89-90, 134-35, 65-69	H-27 *English Grammar and Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 30-31, 77-78, 197, 221
	H-28 Ibid: pp 198-210, 2 2, 220-22.
	H-29 Ibid: pp 206, 198-210
I – *Grammar & Composition*, Scholastic, Level 1: p. 63 Level 2: pp 65-66, 68-69, 90	I-30-31 *English Grammar and Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 181-92, 195, 393-94, 396
J – *Grammar & Composition*, Scholastic, Level 2: pp 92, 153-155	J-32-33 *English Grammar and Composition*, (First Course), Harcourt - Brace - Jovanovich, pp 269-273

INSTRUCTIONAL MINI-PACKETS

EXPLANATION

An Instructional Mini-Packet is provided for each standard and skill. These contain preparatory sheets, activity sheets, evaluation sheets, and answer keys for teaching each basic skill. These can serve as a resource for teachers to use in designing their instructional programs. Teachers may duplicate any materials they need from the packets.

LANGUAGE ARTS BASIC SKILLS -- MIDDLE/JR. HIGH INSTRUCTIONAL MINI-PACKET CONTENTS					
STANDARD AND SKILLS	PREPARATORY SHEETS	ACTIVITIES	EVALUATIONS	ANSWER KEYS	
				ACT.	EVAL.
READING					
A-1	3	6	8	2	2
A-2	2	4	4	1	1
A-3	2	4	4	1	1
B-4	2	6	4	1	1
C-5	3	6	8	2	2
C-6	2	5	8	2	2
C-7	4	6	4	2	1
E-8	1	5	4	1	1
E-9	2	5	4	1	1
F-10	2	6	4	2	1
F-11	2	4	4	1	1
F-12	1	4	4	1	1
G-13	2	5	5	1	1
H-14	1	4	4	1	1
H-15	1	4	4	1	1
I-16	2	4	4	1	1
I-17	2	4	4	1	1
J-18	2	4	4	1	1
J-19	2	4	4	1	1
K-20	2	4	4	1	2
L-21	2	7	6	2	1
M-22	2	10	6	2	1
M-23	2	3	4	1	1
M-24	1	4	3	1	1
M-25	2	4	4	1	1

LANGUAGE ARTS BASIC SKILLS – MIDDLE/JR. HIGH
INSTRUCTIONAL MINI-PACKET CONTENTS

STANDARD AND SKILLS	PREPARATORY SHEETS	ACTIVITIES	EVALUATIONS	ANSWER KEYS	
				ACT.	EVAL.
WRITING					
A-1	3	16	5	4	1
A-2	2	5	5	2	2
A-3	2	6	5	1	1
A-4	3	5	5	1	1
A-5	2	9	4	5	1
A-6	2	5	4	1	1
B-7	2	4	4	1	1
B-8	2	4	4	1	1
B-9	1	5	4	1	1
B-10	2	3	3	1	1
B-11	2	4	5	1	1
C-12	2	5	4	1	1
D-13	2	4	4	1	1
D-14	1	4	4	1	1
D-15	2	4	6	1	1
D-16	3	4	5	1	2
D-17-18	2	6	4	2	1
E-19	2	4	4	2	2
E-20	1	4	3	1	1
F-21	1	4	3	1	1
F-22	2	4	3	2	1
F-23	1	4	3	1	1
G-24	2	4	4	1	1
G-25	2	6	4	2	1
G-26	2	6	4	2	1
H-27	3	4	4	2	1
H-28	2	4	4	2	1
H-29	2	4	4	2	2
I-30	3	5	5	2	1
I-31	2	4	4	1	2
J-32	3	4	5	1	1
J-33	1	2	2	1	1

Appendix A
Reading Vocabulary List

STUDENT ASSESSMENT MINIMAL LIST FOR READING
MIDDLE JUNIOR HIGH

A

abandoned
ability
absorbed
accent
accept
accident
accompany
according
account
achieve
acre
adapted
admire
admit
adopt
advance
advantage
advice
affect
afford
agent
agree
agriculture
aid
alcohol
alphabet
altitude
aluminum
amount
ancestors
anchor
ancient
anger
angle
anxious
appeal
approach
area
arithmetic
art
article
ashes
astronaut
atmosphere
attached
attempt
attend
attract
audience
automatic
avenue
avoid
awkward
aware

B

bacon
bacteria
balance
bamboo
bare
battery
battle
bay
beam
beef
behavior
beneath
benefit
bet
bid
bike
bitter
blame
blank
blend
bloom
bob
border
bore
boss
bound
brain
brake
brass
breathe
brilliant
broad
broom
burden
burst
bury

C

cabbage
cactus
camel
canal
cane
canvas
canyon
capital
capture
cargo
carriage
cast
castle
ceiling
cell
cement
century
challenge
chamber
champion
channel
chapter
character
charm
chart
cheap
check
chemical
choice
citizen
civil
claim
claws
clay
clerk
climate
clover
clue
code
coin
collar
collect
college
colonel
colony
column
comfort
command
committee
community
companion
compare
compass
concern
concrete
condition
cone
confidence
confused
congress
connect
conquered
consent
consider
construct
contain
continent
control
convention
convenient
conversation
convinced
coral
cord
cottage
cotton
council
county
couple
court
craft
crazy
creature
credit
crew
crime
crop
crude
cruel
crust
crystal
current
curve
custom

D

daily
dairy
dam
damage
date
deal
death
debt
declare
decorated
deed
defeat
defend
degree
delay
delicate
deliver
demand
dense
deny
describe
design
desire
destroy
detail
detective
determine
develop
device
dew
dictionary
difficult
dim
dinosaur
direct
discuss
disease
distant
district
dock
dot
double
doubt
dozen
dragon
drill
due
duke
dull
duty

E

ease
echo
editor
education
effect
effort
elect
electric
encouraged
enemy
enormous
entire
entrance
equal
equipment
especially
establish
evidence
evil
examine
excellent
exchange
expedition
expensive
experience
experiment
expert
explosion
explore
express
extend

STUDENT ASSESSMENT MINIMAL LIST FOR READING
MIDDLE/JUNIOR HIGH

F

fact
factory
faith
fame
familiar
fare
fashion
favor
female
fertile
fever
fibers
figure
file
final
firm
fist
fleet
flesh
flight
flock
flood
folk
fond
foreign
fork
fort
fought
fountain
fraction
freight
frontier
frost
fuel
furnace
furnish
furniture
further
future

G

gain
gallons
garbage
gasoline
gear
general
generation
geography
ghost
glaciers
globe
glory
glow
glue
goal
god
government
governor
grace
grade
gradually
grand
grant
grapes
grasp
grave
gravel
grazing
greet
guest
guitar
gum

H

habit
handkerchief
handsome
harvest
hatch
health
height
helicopter
helmet
hind
hire
hobby
holy
honest
horizon
hotel
human
humor
hunger
hurricane
hut

I

immediate
include
increase
independence
index
ink
insist
instant
instructions
instrument
intelligent
interrupted
intervals
introduce
invent

J

jacket
jaws
journal
jungle

K

kettle
kid
knee
knot

L

labor
laboratory
lack
lad
lamp
language
lantern
lava
lawn
league
leap
least
leather
legend
length
level
lever
liberty
lid
limbs
limit
link
lip
liquid
locate
lord
loss
luck
lungs

M

magazine
magnet
maid
male
manner
manufacture
maple
marbles
mass
material
measure
medicine
melody
member
memory
mention
merchant
military
million
mineral
minister
mission
modern
mold
monster
mood
mosquitoes
moss
motion
movie
mule
multiply
murmur
muscle
museum
music
mystery

N

native
nature
necessary
nerve
noble
noon
nor
nurse

O

oats
obey
object
observe
obtain
occasion
odd
olive
operate
opinion
opportunity
oppose
orbit
ordinary
owe
oxen
oxygen

P

pace
pad
paddle
pain
palm
pants
paragraph
parallel
parrot
particular
partner
passage
pasture
patient
pattern
pause
peace
peach
peak
peculiar
peered
perfect
perform
period
permit
person
petroleum
phone
physical
pigeons
pioneer
pirates
pit
pity
planet
platform
pleasure
plot
poem
poison
polar
polished
popular
population
port
position
powder

STUDENT ASSESSMENT MINIMAL LIST FOR READING
MIDDLE JUNIOR HIGH

P (cont'd)
practical
prairie
praise
pray
precious
preserve
prevent
prey
pride
prince
principal
principle
prison
private
problem
proceed
produce
product
professor
profit
program
progress
project
pronounce
proof
proper
property
protect
protest
provide
public
pump
pupil
purchase
pure
purpose

Q
quality
quarrel
quarter
queer
quit

R
rage
rail
range
rare
rat
raw
ray
reeds
reflect
refrigerator
regard
region
regular
release
relief
rent
report
reputation
restaurant
result
revolution
rhyme
rhythm
ridge
rifle
rim
rise
rocket
rod
rough
royal
rug
ruin

S
sack
sacrifice
saddle
saint
sake
salary
salmon
sample
satellite
scale
scheme
science
score
screen
seal
secretary
section
secure
seldom
select
self
sentence
separate
series
settle
severe
sewing
shaft
shallow
shark
shelter
shepherd
shift
shock
shoulder
shrill
sight
silk
sin
sink
situation
sketch
skill
skirt
slant
slave
slender
slice
slid
slight
slope
social
society
soda
soil
soldier
solid
solve
sorrow
soul
spear
speech
spell
spite
splendid
sport
square
stable
stalk
stall
statue
steady
stern
stock
stomach
stove
strain
strength
stroke
student
style
subject
subtract
succeed
success
suffer
sugar
suggest
sum
supply
support
surface
surround
sweat
swell
sword
syllable
symbol
system

T
tale
tape
target
task
tax
tea
tear
telegraph
telescope
temperature
temple
tend
tennis
tenth
term
territory
terror
theater
theory
threaten
throne
thrust
thumb
thunder
thus
tide
tiger
timber
tin
title
toad
tobacco
toe
tongue
topic
tore
total
trace
transportation
treat
treaty
tremendous
trial
troop
tropical
tub
turkey
twigs
twist
type

U
underneath
uniform
unit
universe
university
upward
urge

V
vacuum
vain
value
vanished
vast
vehicles
verse
vessel
victory
view
vines
visible
vision
volcano
vote
voyage

W
waist
warriors
wax
wealth
weapons
weary
web
wedding
weeds
whether
whom
wicked
wilderness
wine
wit
witness
witch
worship
worst
wound
woven
wrist

Y
yelled
yesterday
youth

Z
zero
zone

Appendix B

Spelling Vocabulary List

SUGGESTED STATEWIDE SPELLING VOCABULARY WORDS
GRADE 8

A

afraid
aid
already
among
answer
apron

B

bacon
banana
bare
basement
beauty
beg
between
blanket
blood
bloom
booth
breath
breeze

C

cabin
calm
calves
careless
center
cheese
chew
chicken
chief
choice
choose
circle
circus
coach
coast
company
cookies
cottage
country
county
cousin

D

damage
death
destroy
discover
dislike
dividing
doctor
double
doubt
dozen
drawn
drew

E

either
enemy
engine
evening
event
explore

F

farther
field
football
forest
fresh
frozen
fruit

G

geography
giant

H

habit
harvest
haul
health
heavy
helmet
hero
huge
husband

I

important
inches
include
instead

J

jacket
jelly
join
juice

K

kitchen
kneel
knives

L

language
let's
level
lily
listen
locate
lose
lumber

M

marble
market
message
minute
month
mountain

N

nation
nature
nickel
notice

O

ocean
office
orbit
oven

P

package
patch
peaceful
peace
perhaps
picnic
picture
plain
plane
planet
pocket
poem
potato
prepare
prevent
pupil

R

ranch
range
recover
remain
remark
remember
repair
report
return
rifle
roar
robin
rule

S

sailor
scout
season
sentence
settle
shape
sign
since
slept
slice
slight
soil
spare
speech
split
square
stage
stall
station
steal
stout
sugar
sunshine
supply

T

teeth
though
thousand
thread
through
ton
tooth
torch
trouble
turkey

U

unit

V

vacation
valley
village
visitor
vote
voyage

W

wasn't
waste
we're
weren't
wheat
wile
worm
worry
worst
worth

Y

young

Appendix C

Materials Referenced in Guide

MATERIALS REFERRED TO IN GUIDE

BARNELL - LOFT

Specific Skills Series: Copyright © 1977 by Barnell-Loft, Inc.

Using an Index - Supportive Reading Skills: Copyright © 1979 by Barnell-Loft, Inc.

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McDOUGAL, LITTEL, AND COMPANY

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RANDOM HOUSE

Scoring High in Survival Reading - Earning and Spending: Copyright © 1977 by Random House, Inc.

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Appendix D

New Minimum Student Performance Standards (1981-1985)

LANGUAGE ARTS BASIC SKILLS/MIDDLE-JUNIOR HIGH INSTRUCTIONAL STANDARDS CHECKLIST NEW MINIMUM STUDENT PERFORMANCE STANDARDS		INSTRUCTION GIVEN	EVALUATED F-FORMALLY I-INFORMALLY
READING STANDARDS	**BASIC SKILLS**		
A. The student will demonstrate knowledge of a basic vocabulary as determined by a specified word list.	A-1: Identify frequently used words by sight.		
	A-2: Identify the meanings of frequently used words presented in context.		
B. The student will determine word meaning from a knowledge of word parts as used in a given context.	B-4: Identify the meanings of verbs denoting the past, present, or future.		
	B-5: Identify the meanings of: a. comparative and superlative forms of adjectives; and b. comparative forms of adverbs.		
	B-6: Identify the meanings of nouns inflected to denote possession.		
	B-8: Identify the meanings of words with: a. prefixes using only base words that can stand alone; and b. suffixes using only base words that can stand alone.		
	B-9: Identify the meanings of contractions.		
	B-10: Identify the meanings of abbreviations.		
C. The student will demonstrate literal comprehension skills.	C-11: Determine the meaning of a sentence which contains negative words.		
	C-12: Determine the main idea stated in a paragraph.		
	C-13: Answer: a. "who" questions about sentences or paragraphs; b. "what" questions about sentences or paragraphs: c. "where" questions about sentences or paragraphs: d. "when" questions about sentences or paragraphs: e. "which" questions about sentences or paragraphs; and f. "how" questions about sentences or paragraphs.		

LANGUAGE ARTS BASIC SKILLS/MIDDLE-JUNIOR HIGH INSTRUCTIONAL STANDARDS CHECKLIST NEW MINIMUM STUDENT PERFORMANCE STANDARDS		INSTRUCTION GIVEN	EVALUATED F-FORMALLY I-INFORMALLY
READING STANDARDS	**BASIC SKILLS**		
	C-14: Identify the order of events in a paragraph.		
	C-15: Identify the cause or effect stated in a paragraph.		
	C-16: Follow written directions.		
D. The student will demonstrate inferential comprehension skills.	D-17: Identify the meanings of words in context using: a. example clues: b. direct explanation clues; c. synonym clues; or d. comparison and contrast clues.		
	D-18: Identify the pronoun referent in a sentence or paragraph.		
	D-19: Identify the main idea implied in a paragraph.		
	D-20: Identify the cause or effect implied in a paragraph.		
	D-21: Identify an appropriate conclusion or generalization for a paragraph.		
E. The student will demonstrate evaluative comprehension skills.	E-22: Distinguish between real and unreal actions or events in a paragraph.		
	E-23: Distinguish between facts and opinions in a paragraph.		
F. The student will demonstrate the appropriate skills for obtaining information.	F-24: Identify sets of words that are in alphabetical order.		
	F-25: Obtain appropriate information from pictures, maps, or signs.		
	F-26: Obtain appropriate information from diagrams, tables, graphs, or schedules.		
	F-27: Obtain appropriate information from indexes, tables of contents, or dictionary entries.		
	F-28: Obtain appropriate information from commonly used forms.		
	F-29: Identify the appropriate source to obtain information using materials such as dictionaries, enclyclopedias, atlases, directories, and newspapers.		

LANGUAGE ARTS BASIC SKILLS/MIDDLE-JUNIOR HIGH INSTRUCTIONAL STANDARDS CHECKLIST NEW MINIMUM STUDENT PERFORMANCE STANDARDS		INSTRUCTION GIVEN	EVALUATED F-FORMALLY I-INFORMALLY
WRITING STANDARDS	**BASIC SKILLS**		
A. The student will compose grammatically correct sentences.	A-3: Complete sentences with the appropriate singular and/or plural forms of nouns.		
	A-7: Write the plural forms of nouns correctly.		
	A-8: Use the appropriate forms of common regular verbs in writing.		
	A-9: Write declarative sentences having compound subjects and/or verbs.		
	A-10: Make subjects and verbs agree.		
	A-11: Use the appropriate forms of common irregular verbs in writing.		
	A-12: Write compound declarative sentences using appropriate English word order.		
B. The student will organize objects and information into logical groupings and orders.	B-16: Arrange events in sequential order.		
	B-17: Group words that name objects which are similar.		
	B-18: Generate headings for groups of words or phrases.		
	B-19: Write a set of simple directions.		
	B-20: Organize information related to a single topic.		
C. The student will write a paragraph expressing ideas clearly.	C-24: Write at least three sentences related to one topic.		
D. The student will write for the purpose of supplying necessary information.	D-29: Include the following necessary information from a telephone message: the caller's name, telephone number, and the main idea of the message.		
	D-30: List the items or steps necessary for performing a specified process.		
	D-31: Include in any written message, invitation, or announcement, necessary information such as who, what, when, where, and how.		
E. The student will write letters and messages.	E-38: Write a simple business letter when specific information is given.		
	E-39: Use a proper form when writing a simple business letter.		
	E-40: Use a proper form when addressing a business envelope.		

LANGUAGE ARTS BASIC SKILLS/MIDDLE-JUNIOR HIGH INSTRUCTIONAL STANDARDS CHECKLIST NEW MINIMUM STUDENT PERFORMANCE STANDARDS		INSTRUCTION GIVEN	EVALUATED FORMALLY/ INFORMALLY
WRITING STANDARDS	**BASIC SKILLS**		
F. The student will fill out common forms.	F-44: Complete order blanks.		
	F-45: Complete forms requesting address, telephone number, date and place of birth, and parents' or guardians' names.		
G. The student will spell correctly.	G-52: Proofread for spelling.		
	G-55: Spell words needed in writing through grade seven.		
	G-56: Spell months of the year, days of the week, and numbers from one to one hundred twenty-one.		
	G-57: Use a dictionary to spell words having phonetically regular beginnings.		
H. The student will punctuate correctly.	H-62: Use a period or question mark to punctuate simple declarative or interrogative sentences, respectively.		
	H-63 Use a period to complete abbreviations of common titles used as proper nouns (Mr., Mrs., Dr.)		
	H-64: Use a comma between names of cities and states and between the day of the month and the year.		
	H-65 Use the comma after the greeting and after the closing of a friendly letter.		
	H-66: Use an apostrophe to form contractions.		
	H-67: Use the comma to separate words in a series.		
	H-68: Use the comma to set off proper names in direct address.		
I. The student will capitalize correctly.	I-70: Capitalize the first letter of the first word of a sentence, the pronoun "I," and the first letters in the names of persons.		
	I-71: Capitalize a simple greeting and the first word of the closing of a letter.		
	I-72: Capitalize common titles (Mr., Mrs., Dr., Miss), and proper nouns which name persons, days of week, months of the year, and names of streets, cities, states, and countries.		
	I-73: Capitalize commonly used abbreviations for proper nouns.		
	I-74: Capitalize appropriate words in titles.		
J. The student will write legibly.	J-76: Use legible manuscript handwriting.		
	J-80: Use legible cursive handwriting.		
	J-81: Space sentences to form a legible paragraph.		

Appendix E

Overview of Objectives

LANGUAGE ARTS – 6TH GRADE	
MAJOR OBJECTIVE	**SUB-OBJECTIVE**
1.0 Understand and apply aural communication.	*The student will:* 1.1 remember specific information from an oral presentation. 1.2 follow oral directions in sequence. 1.3 recall main ideas 1.4 make inferences and lraw conclusions. 1.5 identify emotional appeal. 1.6 recognize the existence of regional and social dialects and foreign accents.
2.0 Demonstrate effective speaking poise, techniques and interaction in formal and informal situations.	*The student will:* POISE 2.1 control use of voice. 2.2 control use of body language. TECHNIQUE 2.3 identify purpose. 2.4 consider audience. 2.5 use language appropriate to occasion. 2.5 select a topic. 2.7 find information relevant to a topic and arrange in logical order. INTERACTION 2.8 evaluate oral presentations. 2.9 participate in oral reading.
3.0 Develop vocabulary skills.	*The student will:* 3.1 read selected grade level vocabulary. 3.2 recognize compound words. 3.3 recognize root words and affixes. 3.4 utilize syllabication rules. 3.5 use accents to determine meaning. 3.6 understand words with multiple meanings. 3.7 use synonyms, antonyms, and homonyms. 3.8 identify connotation and denotation. 3.9 apply context clues to determine meaning. 3.10 complete two-word analogies.
4.0 Develop comprehension skills.	*The student will:* LITERAL COMPREHENSION 4.1 follow directions. 4.2 recall main ideas for determining best title. 4.3 recall explicit details. 4.4 recall sequence of events.

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LANGUAGE ARTS – 6TH GRADE	
MAJOR OBJECTIVE	**SUB-OBJECTIVE**
	INTERPRETIVE COMPREHENSION 4.5 identify relationships. a. cause and effect b. comparison and contrast 4.6 make generalizations. 4.7 infer main ideas. 4.8 identify author's point of view. 4.9 identify mood. 4.10 differentiate between fact and opinion.
5.0 . Understand literary elements and techniques.	*The student will:* 5.1 recognize literary elements. a. setting b. characterization c. theme d. plot e. conflict f. climax 5.2 recognize literary types. a. play b. poetry c. folktales d. short story e. biography/autobiography 5.3 recognize figurative language. a. metaphor b. simile c. hyperbole d. personification e. alliteration f. onomatopoeia
6.0 Apply study skills to locate and interpret information.	*The student will:* LOCATE 6.1 identify where to find information on goods and services. 6.2 use a dictionary. 6.3 utilize parts of a book a. table of contents b. glossary c. index 6.4 use card catalog. 6.5 use an encyclopedia. INTERPRET 6.6 summarize. 6.7 interpret illustrations, tables, diagrams and maps. 6.8 outline materials. 6.9 understand the mechanics of test-taking. 6.10 locate information by skimming.

LANGUAGE ARTS – 6TH GRADE	
MAJOR OBJECTIVE	**SUB-OBJECTIVE**
7.0 Demonstrate appropriate mechanics of writing and grammatical language usage in functional and creative writing situations.	*The student will:* **MECHANICS** 7.1 use capitalization conventions. 7.2 use commas appropriately. 7.3 identify and punctuate declarative, imperative, interrogative and exclamatory sentences. 7.4 use apostrophes for contractions and possessive nouns. 7.5 use quotation marks. 7.6 use colon to separate hours and minutes. 7.7 use abbreviations. **GRAMMAR** 7.8 identify parts of speech. a. nouns (common and proper) b. verbs and their tenses c. pronouns d. adjectives e. adverbs f. prepositions g. conjunctions h. interjections 7.9 form singular and plural nouns. 7.10 identify simple subject and simple predicate. 7.11 identify compound subjects and compound predicates. 7.12 use correct pronoun-antecedent agreement. 7.13 use correct subject-predicate agreement. 7.14 use degrees of comparisons for adjectives and adverbs. 7.15 identify complete sentences. a. recognize fragments b. recognize run-ons **SPELLING** 7.16 spell words from selected vocabulary list of words needed in writing through grade six. 7.17 spell months of year, days of week and numbers from 1-21. 7-18 use homophones in context to identify correct spelling. 7.19 spell words with double consonants 7-20 spell compound words. 7-21 spell words with prefixes. 7.22 spell words with suffixes. 7.23 spell words with consonant blends

LANGUAGE ARTS – 6TH GRADE	
MAJOR OBJECTIVE	**SUB-OBJECTIVE**
	7.24 spell words with final consonants +y. 7.25 spell words with final vowel +y. 7.26 spell words with ie or ei combinations. 7.27 spell words with irregular patterns.
	FUNCTIONAL WRITING
	7.28 write simple and compound sentences. 7.29 take notes. 7.30 categorize words or information. 7.31 write information from a telephone conversation. 7.32 write an invitation including who, what, where, when, how information. 7.33 use proper cursive form. 7.34 write a friendly letter. 7.35 write a business letter. 7.36 address an envelope. 7.37 complete forms requesting address, telephone number, date, place of birth and parent or guardian names.
	CREATIVE WRITING
	7.38 write paragraphs with the main idea in the first sentence. 7.39 write a simple story in narrative form. 7.40 write original poetry.

LANGUAGE ARTS – 7TH GRADE

MAJOR OBJECTIVE	SUB-OBJECTIVES
1.0 Understand and apply aural communication.	*The student will:* LITERAL 1.1 remember specific information from an oral presentation. 1.2 follow oral directions in sequence. 1.3 recall main ideas. 1.4 recall explicit details. 1.5 predict outcomes. INTERPRETIVE 1.6 understand relationships. 1.7 distinguish between fantasy and reality. 1.8 distinguish between fact and opinion. 1.9 identify mood and emotional appeal. 1.10 interpret figurative language. 1.11 analyze the relevancy and/or irrelevancy of information. INTERACTION 1.12 listen attentively for the personal feelings, goals, and decisions of each group member. 1.13 adjust to group situations. 1.14 observe rules and norms for group communication. 1.15 recognize the existence of regional and social dialects and foreign accents.
2.0 Demonstrate effective speaking poise, techniques, and interaction in formal and informal situations.	*The student will:* POISE 2.1 control use of voice. 2.2 control use of body language. TECHNIQUE 2.3 employ appropriate grammatical language usage. 2.4 identify purpose. 2.5 consider audience. 2.6 use language appropriate to occasion. 2.7 determine and express one point of view. 2.8 select a topic. 2.9 apply information relevant to a general topic. 2.10 arrange content in logical order. INTERACTION 2.11 evaluate oral presentations. 2.12 respect feelings of group members. 2.13 criticize tactfully and constructively. 2.14 observe rules and norms for group communications. 2.15 give directions for performing a task. 2.16 present reports. 2.17 participate in interviews. 2.18 participate in oral readings.

LANGUAGE ARTS – 7TH GRADE

MAJOR OBJECTIVE	SUB-OBJECTIVES
3.0 Develop vocabulary skills	*The student will:* 3.1 read selected grade level vocabulary. 3.2 develop and expand vocabulary in content area. 3.3 understand words with multiple meaning. 3.4 use synonyms, antonyms, homophones, and homographs. 3.5 identify connotation and denotation. 3.6 use prefixes and suffixes to determine meaning. 3.7 apply context clues to determine meaning.
4.0 Develop comprehension skills.	*The student will:* LITERAL COMPREHENSION 4.1 follow directions. 4.2 recall main ideas: a. best title b. theme c. explicit meaning d. general topics 4.3 recall explicit details. 4.4 recall sequence of events. 4.5 recall character traits and actions. INTERPRETIVE COMPREHENSION 4.6 identify emotional reactions of characters. 4.7 predict outcomes. 4.8 identify relationships: a. cause and effect b. comparison or contrasts c. analogy d. chronological order 4.9 apply context clues to determine meaning. 4.10 draw conclusions. 4.11 make generalizations. 4.12 infer main idea in a paragraph. 4.13 infer details in a paragraph. 4.14 summarize. 4.15 identify author's point of view. 4.16 identify mood. CRITICAL COMPREHENSION 4.17 differentiate between fact and opinion. 4.18 evaluate relevant and irrelevant statements.
5.0 Understand literary elements and techniques.	*The student will:* 5.1 recognize elements in literature: a. setting b. characters c. theme d. plot e. conflict f. climax g. imagery h. humor

LANGUAGE ARTS – 7TH GRADE	
MAJOR OBJECTIVE	**SUB-OBJECTIVES**
	5.2 recognize forms of literature: a. short story b. poetry c. autobiography d. biography e. novel f. play 5.3 apply figures of speech to literature: a. metaphor b. simile c. hyperbole d. personification e. alliteration f. onomatopoeia
6.0 Apply study skills to locate and interpret information.	*The student will:* LOCATE 6.1 identify where to find information on goods and services. 6.2 use the dictionary. 6.3 use a table of contents. 6.4 use a glossary. 6.5 use an index. 6.6 recognize copyright date. 6.7 use library aids. 6.8 use an encyclopedia. 6.9 locate information by skimming and/or scanning. INTERPRET 6.10 classify similar words or subjects under appropriate headings. 6.11 outline topics and sub-topics. 6.12 summarize. 6.13 interpret illustrations, tables, diagrams and maps. 6.14 use map and globe skills. 6.15 vary reading rate. 6.16 apply test-taking techniques.
7.0 Demonstrate appropriate mechanics of writing and grammatical language usage in functional and creative writing situations.	*The student will:* MECHANICS 7.1 apply basic rules of capitalization. 7.2 apply basic rules for using commas. 7.3 use correct punctuation for imperative statement. 7.4 use apostrophe for contractions and possessive nouns. 7.5 use quotation marks in a title and direct address. GRAMMAR 7.6 identify parts of speech. a. nouns b. verbs c. pronouns d. modifiers e. prepositions f. conjunctions g. interjections 7.7 use correct pronoun-antecedent agreement.

LANGUAGE ARTS – 7TH GRADE

MAJOR OBJECTIVE	SUB-OBJECTIVES
	7.8 use correct subject-predicate agreement. 7.9 use comparative and superlative adverbs. 7.10 use comparative and superlative adjectives. 7.11 use verb complements. 7.12 recognize complete sentences, sentence fragments, and two or more run-on sentences, and two or more sentences when combined. 7.13 write a compound declarative sentence with compound subjects or verbs. 7.14 distinguish prepositional phrases from main sentence parts. 7.15 distinguish dependent and independent clauses in a complete sentence.
	SPELLING
	7.16 spell words from selected vocabulary list of words needed in writing through grade seven. 7.17 spell months of year, days of week and numbers from 1-121. 7.18 use homophones in context to identify correct spelling. 7.19 spell words with double consonants. 7.20 spell words with silent vowels. 7.21 spell words with silent consonants. 7.22 spell compound words. 7.23 spell words with prefixes. 7.24 spell words with suffixes. 7.25 spell words with consonant clusters. 7.26 spell words with final consonant plus y. 7.27 spell words with final vowel plus y. 7.28 spell words with irregular patterns. 7.29 spell words that do not conform to spelling rules. 7.30 spell words following basic spelling patterns (cvc, ccvc,cvcc, cvcé, cv, ccv, vc, vcc).
	FUNCTIONAL WRITING
	7.31 write directions for performing a specific task. 7.32 write information relevant to a general topic. 7.33 write information from a telephone message. 7.34 write a business letter. 7.35 address a business envelope. 7.36 complete forms requesting address, telephone date and place of births, parents or guardian names. a. order blanks b. check and check stubs 7.37 proofread for legibility.
	CREATIVE WRITING
	7.38 write original paragraphs with the main idea in the first sentence. 7.39 write simple paragraphs using figurative language. 7.40 keep a journal. 7.41 write a simple story in narrative form.

LANGUAGE ARTS – 8TH GRADE	
MAJOR OBJECTIVE	**SUB OBJECTIVES**
1.0 Understand and apply aural communication.	*The student will:* **LITERAL** 1.1 recognize ways in which "body language" affects listening attitude. 1.2 follow oral directions in sequence. 1.3 recall main ideas. 1.4 recall explicit details. 1.5 predict outcomes. **INTERPRETIVE** 1.6 understand relationships. 1.7 distinguish between fantasy and reality. 1.8 distinguish between fact and opinion. 1.9 make inferences and draw conclusions. 1.10 make generalizations. 1.11 analyze the relevancy and/or irrelevancy of information. 1.12 identify mood. 1.13 interpret figurative language. **INTERACTION** 1.14 consider feelings of group members. 1.15 observe rules and norms for group communication.
2.0 Demonstrate effective speaking poise; techniques, and interaction in formal and informal situations.	*The student will:* **POISE** 2.1 control use of voice. 2.2 control use of body language. **TECHNIQUE** 2.3 identify purpose. 2.4 consider audience. 2.5 analyze situation. 2.6 select a topic. 2.7 find and classify information relevant to a general topic. 2.8 arrange content in logical order. 2.9 determine and express one point of view. 2.10 employ gramatical language usage. 2.11 use language appropriate to occasion **INTERACTION** 2.12 evaluate oral presentations. 2.13 criticize tactfully and constructively. 2.14 maintain objectively. 2.15 observe rules and norms for group communication. 2.16 introduce self and/or group participants. 2.17 initiate conversation and discussion. 2.18 express personal feelings, goals and decisions.

LANGUAGE ARTS – 8TH GRADE	
MAJOR OBJECTIVE	**SUB OBJECTIVES**
	2.19 correct, and/or request information. 2.20 summarize discussions. 2.21 present demonstrations. 2.22 present reports. 2.23 participate in interviews.
3.0 Develop vocabulary skills.	*The student will:* 3.1 read selected grade level vocabulary. 3.2 develop and expand vocabulary. 3.3 understand words with multiple meaning. 3.4 use synonyms, antonyms, homophones, and homographs. 3.5 identify connotation and denotation. 3.6 apply context clues to determine meaning. 3.7 use prefixes and suffixes to determine meaning.
4.0 Develop comprehension skills.	*The student will:* 4.1 recall main ideas for: a. best title b. theme c. explicit meaning d. general topics 4.2 recall explicit details. 4.3 recall sequence of events. 4.4 recall character traits and actions. INTERPRETIVE COMPREHENSION 4.5 identify emotional reactions of characters. 4.6 predict outcomes. 4.7 identify relationships: a. cause and effect b. comparison or contrasts c. analogy d. chronological order 4.8 draw conclusions. 4.9 make generalizations. 4.10 infer main ideas in a paragraph. 4.11 summarize 4.12 identify author's point of view. 4.13 identify mood. CRITICAL COMPREHENSION SKILLS 4.14 differentiate between fact and opinion. 4.15 evaluate relevant and irrelevant statements. 4.16 judge validity of statements.

LANGUAGE ARTS – 8TH GRADE	
MAJOR OBJECTIVE	**SUB OBJECTIVES**
5.0 Understand literary element and techniques.	*The student will:* 5.1 recognize elements in literature: a. setting b. characterization c. theme d. plot e. conflict (antagonist/protagonist) f. climax g. imagery h. point of view i. humor 5.2 recognize types of literature: a. short story b. poetry c. autobiography d. biography e. novel f. play 5.3 recognize figures of speech in literature: a. metaphors b. similes c. hyperboles d. personification e. alliteration f. onomatopoeia
6.0 Apply study skills to locate and interpret information.	*The student will:* LOCATE 6.1 identify where to find information on goods and services. 6.2 use a dictionary. 6.3 use a table of contents. 6.4 use a glossary. 6.5 use an index. 6.6 use library aids. 6.7 use an encyclopedia. 6.8 locate information by skimming and/or scanning. INTERPRET 6.9 outline topics and sub-topics. 6.10 use footnotes. 6.11 summarize. 6.12 interpret illustrations, tables, diagrams and maps. 6.13 vary reading rate according to difficulty of subject matter. 6.14 proofread for legibility. 6.15 demonstrate test-taking techniques.
7.0 Demonstrate appropriate mechanics of writing and grammatical language usage in functional and creative writing situations	*The student will:* MECHANICS 7.1 7.1 use rules for capitalization. 7.2 use rules for comma. 7.3 use apostrophe for contractions and possessive nouns. 7.4 use rules for quotation marks.

LANGUAGE ARTS – 8TH GRADE	
MAJOR OBJECTIVE	**SUB OBJECTIVES**
	GRAMMAR
	7.5 identify parts of speech. a. nouns b. verbs c. pronouns d. modifiers e. prepositions f. conjunctions g. interjections
	7.6 use correct pronoun-antecedent agreement.
	7.7 use correct subject-predicate agreement.
	7.8 use comparative and superlative adverbs.
	7.9 use comparative and superlative adjectives.
	7.10 use verb complements.
	7.11 recognize complete sentences, sentence fragments, run-on sentences, and two or more sentences when combined.
	7.12 write a compound declarative sentence.
	7.13 distinguish prepositional phrases from main sentence parts.
	7.14 distinguish dependent and independent clauses in complete sentences.
	SPELLING
	7.15 spell words from selected vocabulary list of words needed in writing through grade eight.
	7.16 use homophones in context to identify correct spelling.
	7.17 spell words with double consonants.
	7.18 spell words with silent consonants.
	7.19 spell words with prefixes.
	7.20 spell words with suffixes.
	7.21 spell words with consonant clusters.
	7.22 spell words with final consonant + y.
	7.23 spell words with final vowel + y.
	7.24 spell words ie or ei combinations.
	7.25 spell words with irregular patterns.
	7.26 spell words that are often confused.
	7.27 use the vowel-consonant/consonant-vowel pattern as an aid in spelling.
	FUNCTIONAL WRITING
	7.28 write directions for performing a task.
	7.29 categorize words or information.
	7.30 write a business letter and address a business envelope.
	7.31 complete forms requesting address, telephone number, date and place of birth, parents or guardian names: a. social security card b. driver's license d. employment d. insurance e. credit
	CREATIVE WRITING
	7.32 develop paragraphs using details, examples, comparisons and contrasts.
	7.33 write an autobiography.
	7.34 write a factual report.
	7.35 write a simple story employing dialogue.
	7.36 write original poetry employing figurative language.

LANGUAGE ARTS - 9th GRADE	
MAJOR OBJECTIVE	**SUB-OBJECTIVES**
1.0 Develop vocabulary and expand spelling skills.	The student will: **VOCABULARY** 1.1 study selected grade level and content area vocabulary. 1.2 recognize root or base words. 1.3 divide words into syllables to assist in pronunciation. 1.4 decode compound words. 1.5 interpret the meaning of a word through the use of context clues. 1.6 know synonyms, antonyms, homophones, and homographs. 1.7 understand words with multiple meanings. 1.8 know prefixes and suffixes. 1.9 recognize differences in connotation and denotation. 1.10 recognize analogies. 1.11 develop dictionary skills. **SPELLING** 1.12 spell words from selected vocabulary list of words needed through grade nine. 1.13 spell words from selected list of content area words needed through grade nine. 1.14 spell words from selected list of survival words needed through grade nine.
2.0 Demonstrate effective grammatical and mechanical skills.	The student will: **MECHANICS** 2.1 use appropriate capitalization. 2.2 use appropriate punctuation. 2.3 use proper paragraph form. 2.4 proofread to correct grammar, spelling, capitalization and punctuation. 2.5 identify proper nouns. 2.6 identify collective nouns. 2.7 know that a noun can function as a subject of a verb, object of a verb, indirect object, object of a preposition, appositive, or complement.

LANGUAGE ARTS - 9th GRADE	
MAJOR OBJECTIVE	SUB-OBJECTIVES
	2.8 know that a pronoun can be substituted for a noun. 2.9 identify action verbs and their principal parts. 2.10 identify helping or auxiliary verbs. 2.11 identify linking verbs. 2.12 know that linking verbs relate nouns, pronouns, or adjectives in the predicate to the subject of a sentence. 2.13 identify adjectives. 2.14 identify adverbs. 2.15 identify prepositional phrases. 2.16 know that prepositional phrases can function as adverbs or adjectives. 2.17 know positive, comparative, and superlative forms of adverbs and adjectives. 2.18 identify the object of a preposition. 2.19 identify the coordinate conjunctions. 2.20 identify the correlative conjunctions. 2.21 identify subordinating conjunctions. 2.22 identify interjections.
3.0 Demonstrate effective grammatical usage.	The student will: 3.1 identify the subject and predicate of a sentence. 3.2 know that the subject of a simple sentence consists of a noun or pronoun. 3.3 know that the predicate of a sentence consists of a verb or verb phrase. 3.4 distinguish complete simple sentences from fragments. 3.5 know that sentences may be classified by their structure: simple, compound, complex, and compound-complex. 3.6 know and write the four classes of sentences: declarative, imperative, interrogative, and exclamatory. 3.7 identify types of phrases. 3.8 identify independent and subordinate clauses.

LANGUAGE ARTS - 9th GRADE	
MAJOR OBJECTIVE	SUB-OBJECTIVES
4.0 Develop the comprehension skills necessary for reading specialized literature.	The student will: 4.1 recall explicit details from reading selections. 4.2 relate supporting details to the main idea of a selection. 4.3 identify the plot of a reading selection. 4.4 identify the setting of a literary selection. 4.5 recognize character traits and emotional reactions. 4.6 identify the protagonist/antagonist in a literary selection. 4.7 recognize types of conflicts found in literary selections. 4.8 identify the climax in a literary selection. 4.9 use main ideas to determine theme, dominant mood, or title in a literary selection. 4.10 interpret figures of speech in various genres of literature. 4.11 summarize selected readings in various genres of literature. 4.12 draw conclusions about author's purpose. 4.13 identify author's point of view.
5.0 Apply appropriate mechanics, grammatical language usage, vocabulary, and style to functional and creative writing situations.	The student will: ORGANIZATION 5.1 determine purpose and situation for a report. 5.2 select and limit a topic. 5.3 find and classify information relevant to a general topic. 5.4 take notes and prepare an outline for them. 5.5 develop topic sentences and supporting sentences. 5.6 arrange content in a logical order. 5.7 proofread for mechanical errors and legibility.

LANGUAGE ARTS - 9th GRADE	
MAJOR OBJECTIVE	SUB-OBJECTIVES
	FUNCTIONAL WRITING 5.8 write a friendly letter. 5.9 write a business letter. 5.10 complete written forms, application, and questionnaires. 5.11 write lecture notes. 5.12 write messages. 5.13 write directions. 5.14 write summaries CREATIVE WRITING 5.15 write a narrative paragraph. 5.16 write an exclamatory paragraph. 5.17 write a persuasive paragraph. 5.18 write a descriptive paragraph. 5.19 write an argumentative paragraph.
6.0 Apply skills to locate, organize, and interpret information.	The student will: LOCATING 6.1 read and follow directions to complete a task. 6.2 use the dictionary. 6.3 use the encyclopedia. 6.4 use library materials to acquire information. 6.5 use agencies and media sources to acquire information. UTILIZATION 6.6 use a title page. 6.7 use a table of contents. 6.8 use an introduction, preface, and forward. 6.9 use an index for cross-referencing. 6.10 use an appendix. INTERPRETATION 6.11 classify main concepts. 6.12 outline materials. 6.13 summarize material. 6.14 use specialized vocabulary.

LANGUAGE ARTS - 9th GRADE	
MAJOR OBJECTIVE	SUB-OBJECTIVES
	6.15 employ previewing, skimming, and scanning. 6.16 use specialized study methods. 6.17 learn test-taking techniques. 6.18 adjust reading rate according to purpose. 6.19 read schedules. 6.20 participate in interviews.

– 1ST NINE WEEKS –
REVIEW FORM FOR INSTRUCTIONAL RESOURCE GUIDES
LANGUAGE ARTS BASIC SKILLS MIDDLE / JUNIOR HIGH

NAME: _____ **TYPE OF REVIEW: Individual** ☐
Department Chairperson/Teacher
Group ☐

SCHOOL: _____

DIRECTIONS: Please complete this review form by the end of the first nine weeks. Your comments and criticisms will be helpful for insuring the success of the guides. Feel free to use additional sheets if necessary. Thank you in advance for your anticipated cooperation.

Return completed form to your Area Director of Secondary Education who will forward to:

Anna Meehan, Language Specialist
Department of Secondary Education
Building 502, Room 200

FORMAT: _____

ORGANIZATION: _____

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INSTRUCTIONAL RESOURCE SHEET:

STUDENT PROFILE CHART:

APPENDIX SECTION:

RESOURCE GUIDE:

– 1ST SEMESTER –

REVIEW FORM FOR INSTRUCTIONAL RESOURCE GUIDES
LANGUAGE ARTS BASIC SKILLS MIDDLE / JUNIOR HIGH

NAME: _____ **TYPE OF REVIEW:** Individual ☐
Department Chairperson/Teacher
Group ☐

SCHOOL: _____

DIRECTIONS: Please complete this review form by the end of the first semester. Your comments and criticisms will be helpful for insuring the success of the guides. Feel free to use additional sheets if necessary. Thank you in advance for your anticipated cooperation.

Return completed forms to your Area Director of Secondary Education who will forward to:

Anna Meehan, Language Specialist
Department of Secondary Education
Building 502, Room 200

1. **How are you utilizing the Instructional Resource Sheets?**

_____
_____
_____
_____
_____

2. **How are you utilizing the sample evaluation items?**

_____
_____
_____
_____
_____
_____
_____

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3. How are your students/parents utilizing the Student Profile Chart?

4. List items you would like to see included in or deleted from the appendix section?

5. List the textbooks and supplementary materials you are now using to teach
LANGUAGE ARTS BASIC SKILLS MIDDLE / JUNIOR HIGH

6. How do you feel the resource guide will most benefit you?

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– 2ND SEMESTER –

REVIEW FORM FOR INSTRUCTIONAL RESOURCE GUIDES
LANGUAGE ARTS BASIC SKILLS MIDDLE / JUNIOR HIGH

NAME: _____
Department Chairperson/Teacher

TYPE OF REVIEW: Individual ☐
Group ☐

SCHOOL: _____

DIRECTIONS: Please complete this review form by the end of the second semester. Your comments and criticisms will be helpful for insuring the sucess of the guides. Feel free to use additional sheets of necessary. Thank you in advance for your anticipated cooperation.

Return completed forms to your Area Director of Secondary Education who will forward to:

Anna Meehan, Language Specialist
Department of Secondary Eduction
Building 502, Room 200

1. What were the advantages or disadvantages you found in using the Instructional Resource Sheets?

Advantages	Disadvantages

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2. Were the sample evaluations appropriate for the objective? List those that were not.

3. What advantages or disadvantages did the students/parents find in using the Student Profile Chart?

Advantages	Disadvantages

4. How do you feel the resource guide most benefited you?

– OPTIONAL –

REVIEW FORM FOR INSTRUCTIONAL RESOURCE GUIDES
LANGUAGE ARTS BASIC SKILLS MIDDLE / JUNIOR HIGH

NAME:_____ TYPE OF REVIEW: Individual ☐

Department Chairperson/Teacher

Group ☐

SCHOOL:_____

DIRECTIONS: If you have comments to share prior to the end of the first semester or the second semester, please complete this form. Your comments and criticisms will be helpful for insuring the success of the guides. Feel free to use additional sheets if necessary. Thank you in advance for your anticipated cooperation.

Return completed form to your Area Director of Secondary Education who will forward to:

Anna Meehan, Language Specialist
Department of Secondary Education
Building 502, Room 200

INSTRUCTIONAL RESOURCE SHEET:_____

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STUDENT PROFILE CHART: _____

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APPENDIX SECTION: _____

RESOURCE GUIDE: _____

COMMENTS: _____

LANGUAGE ARTS BASIC SKILLS/MIDDLE-JUNIOR HIGH: INSTRUCTIONAL RESOURCE GUIDE

INDIVIDUAL RECORD CHART
READING STANDARDS

Student Name _____ Teacher _____ Period _____

READING STANDARDS	SKILLS	ACTIVITIES COMPLETED	SCORES	EVALUATIONS COMPLETED	SCORES	SKILLS MASTERED		
						YES	NO	T. SIGN
A. The student will acquire a basic vocabulary as determined by a specified word list.	A-1 A-2 A-3							
B. The student will determine word meaning from the way the word is used in a passage.	B-4							
C. The student will determine word meaning from a knowledge of word parts as used in a given context.	C-5 C-6 C-7							
D. The student will determine whether different selections have similar meanings.								
E. The student will determine the main idea of a message.	E-8 E-9							
F. The student will find information in a message.	F-10 F-11 F-12							
G. The student will determine the causes and effects of events and actions.	G-13							
H. The student will determine the logical generalizations which can be drawn from a message.	H-14 H-15							
I. The student will recognize fantasy, fact, and opinion in a message.	I-16 I-17							
J. The student will recognize irrelevant and invalid statements.	J-18 J-19							
K. The student will follow oral and written directions.	K-20							
L. The student will identify appropriate sources for needed information.	L-21							
M. The student will use appropriate reference skills.	M-22 M-23 M-24 M-25							

LANGUAGE ARTS BASIC SKILLS/MIDDLE-JUNIOR HIGH: INSTRUCTIONAL RESOURCE GUIDE

INDIVIDUAL RECORD CHART
WRITING STANDARDS

Student Name _____ Teacher _____ Period _____

WRITING STANDARDS	SKILLS	ACTIVITIES COMPLETED	SCORES	EVALUATIONS COMPLETED	SCORES	SKILLS MASTERED		
						YES	NO	T. SIGN
A. The student will compose grammatically correct sentences.	A-1							
	A-2							
	A-3							
	A-4							
	A-5							
	A-6							
B. The student will organize objects and information into logical groupings and orders.	B-7							
	B-8							
	B-9							
	B-10							
	B-11							
C. The student will write a paragraph expressing ideas clearly.	C-12							
D. The student will write for the purpose of supplying necessary information.	D-13							
	D-14							
	D-15							
	D-16							
E. The student will write letters and messages using commonly accepted formats.	E-17							
	E-18							
	E-19							
F. The student will fill out common forms.	F-20							
	F-21							
	F-22							
	F-23							
G. The student will spell correctly.	G-24							
	G-25							
	G-26							
H. The student will punctuate correctly.	H-27							
	H-28							
	H-29							
I. The student will capitalize correctly.	I-30							
	I-31							
J. The student will write legibly.	J-32							
	J-33							

Name: _____

STUDENT PROFILE CHART
LANGUAGE ARTS BASIC SKILLS–MIDDLE/JUNIOR HIGH

Period: _____

READING STANDARD – A
The student will acquire a basic vocabulary as determined by a specified word list.

___ A-1: Associate words which are the same or opposite in meaning.

___ A-2: Associate printed words with their oral equivalents.

___ A-3: Associate words with their literal definitions.

READING STANDARD – B
The student will determine word meaning from the way the word is used in a passage.

___ B-4: Determine word meaning using specific context clues.

READING STANDARD – C
The student will determine word meaning from a knowledge of word parts as used in a given context.

___ C-5: Associate contractions with their component words in a given context.

___ C-6: Associate the appropriate derived words (prefixes and suffixes) in a given context.

___ C-7: Associate the appropriate inflected words (plurals, possessives, comparatives, superlatives, tense) in a given context.

READING STANDARD – D
The student will determine whether different selections have similar meanings.

(Skills mastered at previous progression levels are expected to be maintained with more difficult materials appropriate for this grade level.)

READING STANDARD – E
The student will determine the main idea of a message.

___ E-8: Determine the main idea stated in a paragraph.

___ E-9: Determine the main idea inferred from a paragraph.

READING STANDARD – F
The student will find information in a message.

___ F-10: Find who, what, where, when, which and how information in a selection.

___ F-11: Determine the order of details in a selection.

___ F-12: Find details which refer to a main idea.

READING STANDARD – G
The student will determine the causes and effects of events and actions.

___ G-13: Determine the stated cause and stated effect of an event or an action.

READING STANDARD – H
The student will determine the logical generalizations which can be drawn from a message.

___ H-14: Identify an appropriate conclusion in a subject area.

___ H-15: Infer feelings and emotions.

READING STANDARD – I
The student will recognize fantasy, fact and opinion in a message.

___ I-16: Distinguish between facts and opinions.

___ I-17: Identify an unstated opinion.

READING STANDARD – J
The student will recognize irrelevant and invalid statements.

___ J-18: Identify an irrelevant statement in a selection.

___ J-19: Identify conclusions which are based upon insufficient evidence.

READING STANDARD – K
The student will follow oral and written directions.

___ K-20: Follow written directions to complete a task.

READING STANDARD – L
The student will identify appropriate sources for needed information.

___ L-21: Identify an appropriate source to obtain information on goods and services and on day-to-day events.

READING STANDARD – M
The student will use appropriate reference skills.

___ M-22: Select an appropriate dictionary definition for a word used in a specific context.

___ M-23: Use a table of contents to identify the chapter most likely to contain information on a specified subject.

___ M-24: Use an index to locate a sub-topic by page number.

___ M-25: Use directions to locate a specific place on a map.

Name: _____

STUDENT PROFILE CHART
LANGUAGE ARTS BASIC SKILLS–MIDDLE/JUNIOR HIGH

Period: _____

WRITING STANDARD – A
The student will compose grammatically correct sentences.

____ A-1: Write the plural forms of nouns correctly.

____ A-2: Use the appropriate forms of common regular verbs in writing.

____ A-3: Write declarative sentences having compound subjects and/or verbs.

____ A-4: Make subjects and verbs agree.

____ A-5: Use the appropriate forms of common irregular verbs.

____ A-6: Write compound declarative sentences using appropriate English word order.

WRITING STANDARD – B
The student will organize objects and information into logical groupings and orders.

____ B-7: Group words or objects which are similar.

____ B-8: Generate headings for groups of similar words or objects.

____ B-9: Write a story using an appropriate organizational pattern.

____ B-10: Write a set of simple directions or procedures using an appropriate organizational pattern.

____ B-11: List information before writing.

WRITING STANDARD – C
The student will write a paragraph expressing ideas clearly.

____ C-12: Write at least three sentences related to one topic.

WRITING STANDARD – D
The student will write for the purpose of supplying necessary information.

____ D-13: Include the necessary information when listing personal tasks and plans.

____ D-14: Include the following necessary information from a telephone message: the caller's name, telephone number, and the main idea of the message.

____ D-15: List the items or steps necessary for performing a specified process.

____ D-16: Include in any written message, invitation, or announcement, necessary information such as who, what, when, where, and how.

WRITING STANDARD – E
The student will write letters and messages using commonly accepted formats.

____ E-17: Write a business letter when specific information is given.

____ E-18: Use a proper form when writing a simple business letter.

____ E-19: Use a proper form when addressing a business envelope.

WRITING STANDARD – F
The student will fill out common forms.

____ F-20: Complete the form necessary to apply for a Social Security number.

____ F-21: Complete order blanks.

____ F-22: Complete a check and its stub.

____ F-23: Complete forms requesting address, telephone number, date and place of birth, and parents' or guardians' names.

WRITING STANDARD – G
The student will spell correctly.

____ G-24: Spell words from a selected high-frequency list of those words needed in writing through grade seven.

____ G-25: Spell months of the year, days of the week, and numbers from one to one hundred twenty-one.

____ G-26: Use a dictionary, with guidance, to spell words having phonetically regular beginnings.

WRITING STANDARD – H
The student will punctuate correctly.

____ H-27: Use an exclamation point to complete an imperative statement, when force is intended.

____ H-28: Use the comma to separate words in a series.

____ H-29: Use the comma to separate proper names in direct address.

WRITING STANDARD – I
The student will capitalize correctly.

____ I-30: Capitalize commonly used abbreviations for proper nouns.

____ I-31: Capitalize appropriate words in titles.

WRITING STANDARD – J
The student will write legibly.

____ J-32: Proofread for legibility.

____ J-33: Use proper format for indentations and margins.